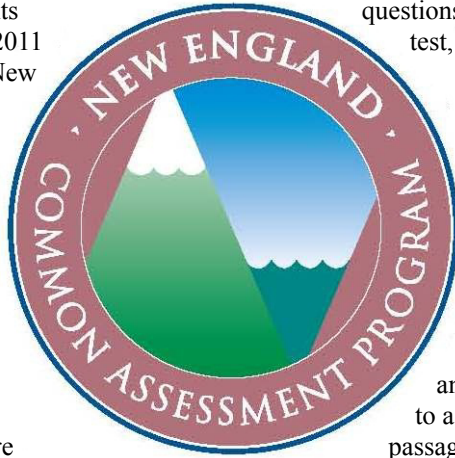


About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: William S. Cohen School

District: Bangor School Department

Code: 1011-1164



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	128			250			13,870			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	120	119		241	240		13,494	13,500		94	93		96	96		97	97	
With an approved accommodation	29	28		50	49		2,483	2,493		24	24		21	20		18	18	
Current LEP Students	3	3		5	5		388	400		3	3		2	2		3	3	
With an approved accommodation	1	1		2	2		167	182		33	33		40	40		43	46	
IEP Students	23	22		45	44		2,222	2,217		19	18		19	18		16	16	
With an approved accommodation	21	20		37	36		1,852	1,854		91	91		82	82		83	84	
Students not tested in NECAP	8	9		9	10		376	370		6	7		4	4		3	3	
State Approved	8	9		8	9		288	284		100	100		89	90		77	77	
Alternate Assessment	8	9		8	9		254	257		100	100		100	100		88	90	
First Year LEP	0	0		0	0		9	0		0	0		0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		25	27		0	0		0	0		9	10	
Other	0	0		1	1		88	86		0	0		11	10		23	23	

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	128	8	0	120	24	20	74	62	15	13	7	6	650	241	16	59	18	7	647	13,494	17	55	20	8	647	
MATH	128	9	0	119	38	32	59	50	11	9	11	9	648	240	28	45	15	13	646	13,500	22	43	17	18	644	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

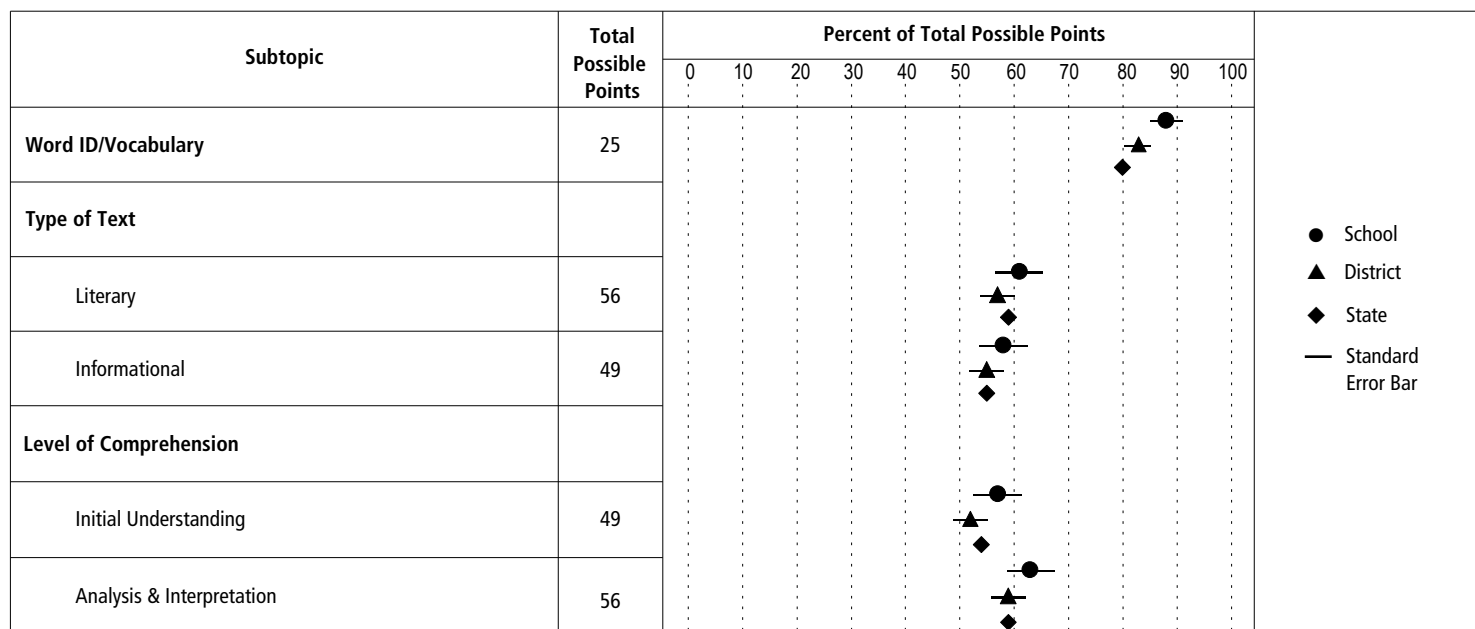
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	134	5	3	126	17	13	83	66	23	18	3	2	648
2010-11	129	6	0	123	12	10	83	67	23	19	5	4	646
2011-12	128	8	0	120	24	20	74	62	15	13	7	6	650
Cumulative Total	391	19	3	369	53	14	240	65	61	17	15	4	648
District													
2009-10	259	8	4	247	39	16	150	61	42	17	16	6	648
2010-11	251	7	0	244	28	11	160	66	44	18	12	5	647
2011-12	250	8	1	241	38	16	143	59	44	18	16	7	647
Cumulative Total	760	23	5	732	105	14	453	62	130	18	44	6	647
State													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total	42,171	766	306	41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	128	8	0	120	24	20	74	62	15	13	7	6	650	241	16	59	18	7	647	13,494	17	55	20	8	647
Gender																									
Male	62	5	0	57	6	11	35	61	11	19	5	9	646	119	10	56	25	8	644	6,871	11	55	24	10	644
Female	66	3	0	63	18	29	39	62	4	6	2	3	653	122	21	62	11	5	649	6,623	24	54	17	5	649
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	1	0	0										1						102	18	44	27	11	644
Asian	6	0	0	6										7						204	25	49	17	9	649
Black or African American	0	0	0	0										8						391	7	40	25	27	638
Native Hawaiian or Pacific Islander	1	0	0	1										1						19	21	63	16	0	649
White	117	7	0	110	20	18	70	64	14	13	6	5	649	221	15	60	18	7	647	12,436	18	55	20	7	647
Two or more races	0	0	0	0										0						153	14	56	22	9	645
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										5						388	4	34	32	30	635
Former LEP student - monitoring year 1	0	0	0	0										0						38	26	74	0	0	655
Former LEP student - monitoring year 2	0	0	0	0										0						13	15	85	0	0	650
All Other Students	125	8	0	117	24	21	72	62	14	12	7	6	650	236	16	59	18	7	647	13,055	18	55	20	7	647
IEP																									
Students with an IEP	31	8	0	23	0	0	6	26	10	43	7	30	634	45	2	22	49	27	634	2,222	1	26	42	30	634
All Other Students	97	0	0	97	24	25	68	70	5	5	0	0	653	196	19	68	11	2	650	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students	47	6	0	41	3	7	22	54	10	24	6	15	643	119	8	53	28	12	642	6,146	9	51	27	12	643
All Other Students	81	2	0	79	21	27	52	66	5	6	1	1	653	122	24	66	9	2	652	7,348	24	58	14	4	650
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	128	8	0	120	24	20	74	62	15	13	7	6	650	241	16	59	18	7	647	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services	12	0	0	12	0	0	5	42	6	50	1	8	639	32	0	41	50	9	638	2,374	6	48	35	12	641
All Other Students	116	8	0	108	24	22	69	64	9	8	6	6	651	209	18	62	13	6	648	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan	4	0	0	4										9						335	12	62	21	4	646
All Other Students	124	8	0	116	24	21	72	62	13	11	7	6	650	232	16	59	18	6	647	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

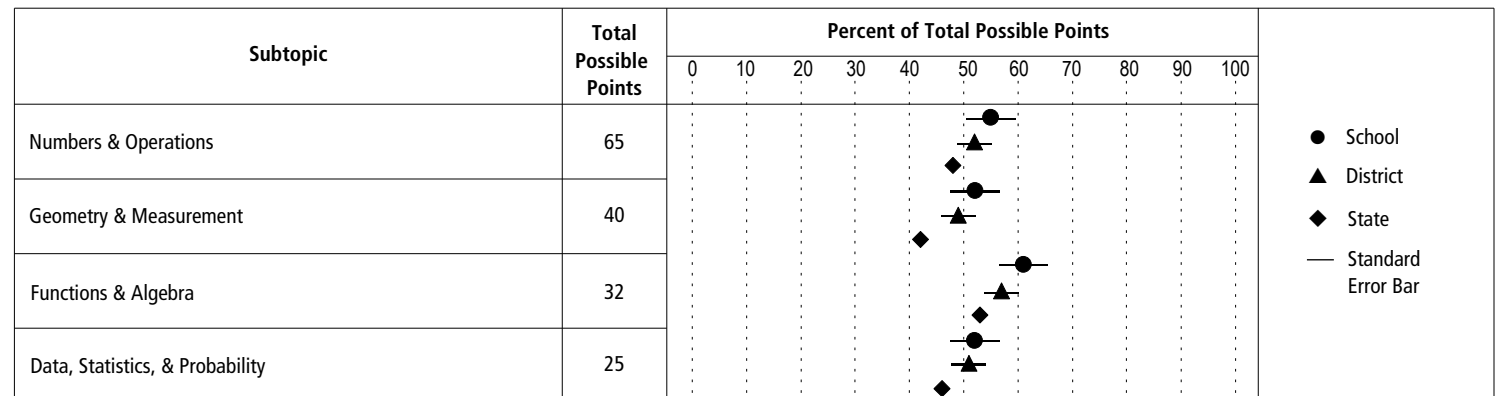
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	134	5	2	127	41	32	56	44	18	14	12	9	649
2010-11	129	5	0	124	36	29	50	40	25	20	13	10	646
2011-12	128	9	0	119	38	32	59	50	11	9	11	9	648
Cumulative Total	391	19	2	370	115	31	165	45	54	15	36	10	648
District													
2009-10	259	10	3	246	74	30	101	41	40	16	31	13	647
2010-11	251	6	0	245	70	29	102	42	42	17	31	13	646
2011-12	250	9	1	240	66	28	108	45	35	15	31	13	646
Cumulative Total	760	25	4	731	210	29	311	43	117	16	93	13	646
State													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total	42,171	686	316	41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	128	9	0	119	38	32	59	50	11	9	11	9	648	240	28	45	15	13	646	13,500	22	43	17	18	644
Gender																									
Male	62	6	0	56	19	34	25	45	7	13	5	9	648	118	29	43	16	12	647	6,875	22	42	17	19	644
Female	66	3	0	63	19	30	34	54	4	6	6	10	648	122	26	47	13	14	646	6,625	21	44	18	18	644
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	1	0	0										1						102	12	40	23	25	640
Asian	6	0	0	6										7						206	30	44	12	15	647
Black or African American	0	0	0	0										8						399	5	29	20	46	634
Native Hawaiian or Pacific Islander	1	0	0	1										1						19	26	58	11	5	649
White	117	8	0	109	35	32	53	49	11	10	10	9	648	220	29	45	13	13	646	12,433	22	43	17	17	644
Two or more races	0	0	0	0										0						153	17	46	17	20	643
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										5						400	3	27	21	50	632
Former LEP student - monitoring year 1	0	0	0	0										0						38	37	58	5	0	653
Former LEP student - monitoring year 2	0	0	0	0										0						13	31	46	23	0	648
All Other Students	125	9	0	116	38	33	56	48	11	9	11	9	648	235	28	45	14	13	646	13,049	22	43	17	17	644
IEP																									
Students with an IEP	31	9	0	22	1	5	8	36	5	23	8	36	633	44	5	30	25	41	635	2,217	4	21	21	54	632
All Other Students	97	0	0	97	37	38	51	53	6	6	3	3	651	196	33	48	12	7	649	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students	47	7	0	40	5	13	20	50	6	15	9	23	641	118	13	44	21	22	641	6,152	11	39	22	27	640
All Other Students	81	2	0	79	33	42	39	49	5	6	2	3	652	122	42	46	8	4	651	7,348	30	46	13	11	647
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	128	9	0	119	38	32	59	50	11	9	11	9	648	240	28	45	15	13	646	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services	12	0	0	12	0	0	4	33	4	33	4	33	636	32	6	22	34	38	636	2,376	5	34	28	33	637
All Other Students	116	9	0	107	38	36	55	51	7	7	7	7	649	208	31	49	12	9	648	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan	4	0	0	4										9						335	19	47	20	13	644
All Other Students	124	9	0	115	37	32	58	50	10	9	10	9	648	231	28	45	14	13	646	13,165	22	43	17	18	644

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.